

Project brief:

Equity, diversity, and inclusion:

Evaluating policies, training and best practices

Aim

Create a report that reviews current provision of EDI policies and training, using data and literature, and includes recommendations for developing enhanced EDI training and policy framework.

Outline

The goal of the project is to develop a comprehensive analysis using TM data and current documentation to inform a report on current EDI policy and training provision, with a particular focus on support for Global Majority students. The first step would be to systematically review existing EDI policies, training programs, and institutional frameworks to identify strengths and gaps in current EDI provisions and then align recommendations with TM data and sector-wide best practices and institutional policies.

Within the report there should be a structured framework (created or adapted from the literature) to enhance EDI training, policy, and institutional support.

The report will:

1. Review current EDI policies and training provisions using data and literature.
2. Provide recommendations for enhanced EDI training and policy frameworks.
3. Conduct a literature review to ensure alignment with best practices, evidence-based approaches, and existing BCU and UKCGE policies.
4. Analyse selected TM data including interviews and focus groups
5. Incorporate additional relevant elements as indicated by the data.

Word limit: No more than 8,000 words.

Research questions

1. What themes emerge from the TM data regarding EDI challenges and opportunities at BCU? What are gaps or strengths of the institutional documentation, training materials, and policy frameworks?
2. Using data and the literature, what are effective examples of EDI policy and training aligned with racial justice principles?
3. What recommendations emerge from the data and gaps in current documents to better support global majority students beyond current practice?
4. What enhancements can be made to EDI training and policy frameworks?

Methods

The study will utilise:

- EDI-related interviews
- BCU policy, guidance and position documents related to EDI
- Relevant focus groups and other select interviews as needed
- Analysis to identify common themes across datasets and translate them into actionable recommendations.

We suggest using thematic analysis or grounded theories to identify common (emerging) themes across datasets that translate into the tangible document and actionable recommendations.

Outcomes

1. A dataset analysing current supervisory and EDI practices.
2. A structured report evaluating current provision.
3. Actionable recommendations for improved inclusivity in supervision.
4. A framework for enhanced EDI training and policies.

Indicative timeline and milestones

Timelines and stages to be confirmed with research associates as appropriate to their availability. An indicative scheduled is suggested below, and a member of the Routes-in/Through leadership team will be a named contact for regular supportive check-ins.

Week	Activity
Week 1	Literature review
Week 2-3	Systematic review of BCU's current EDI policies, training provisions, and relevant institutional frameworks.
Week 3-6	Reviewing and coding and then analysing (when necessary) TM data, institutional documents, and available survey/interview data.
Week 6	Collaborative discussion with Routes-in/Through team lead contact and review of actions.
Week 7-8	Implement feedback, drafting key findings, mapping gaps, and beginning work on an adaptable EDI framework for training and policy development.
Week 9	Developing structured recommendations based on data insights and literature.
Week 9	Collaborative discussion with Routes-in/Through team lead contact and review of actions. Refining the report with initial feedback and aligning recommendations with BCU policies.
Week 10	Finalising and submitting the report, ensuring all findings and recommendations are clearly structured and actionable.